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ABSTRACT

Learning objectives, developed for a core humanities course, are presented as they were submitted to the faculty and administrators of Miami-Dade Community College for approval and suggestions. First, overall course objectives are enumerated, and then specific objectives are stated, arranged by hierarchical level according to Bloom's Taxonomy. Twelve objectives are presented for the cognitive domain; for example, students completing the course will speak, listen, write, and read competently and in an organized and critical manner; communicate effectively with individuals in the different aspects of their lives; and make worthwhile use of their leisure time. Another six objectives are presented for the affective domain; for example, students are expected to demonstrate a willingness to respond to others' opinions and to appreciate the major accomplishments of various cultures. Also included are a response sheet to be used by faculty in indicating their agreement or disagreement with each objective and forms which identify the hierarchical level, content, desired behavior, and (for the cognitive domain) evaluation criteria for each objective. In the second part of the document, eight humanities texts are evaluated with respect to their organization, content, and strengths and weaknesses, and 18 audio-visual materials for the art section of the course are assessed in terms of their correspondence to course objectives, content, and quality. (JP)

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LEARNING OBJECTIVES AND INSTRUCTIONAL MATERIALS FOR A CORE COURSE IN THE HUMANITIES

Miami-Dade Community College, Florida
November, 1980

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JC 810 096

November, 1980

M E M O R A N D U M

TO: All Faculty and Administrators

FROM: Humanities Core Course Development Committee -

Althea Kaplan, Chairperson, North Campus
Michael Tesh, North Campus
Marianne Burr, South Campus
Juan Martinez, New World Center Campus
Larry Richardson, New World Center Campus
Dr. Ijourie Fisher, Medical Center Campus
Gene Grossholz, North Campus

SUBJECT: OBJECTIVES FOR HUMANITIES CORE COURSE (THIRD DRAFT)

Attached is the final draft of the Humanities Core Course objectives. This draft reflects the suggestions made to the committee by faculty. We invite your comments on the attached response sheet. Please return the response sheet to a committee member on your campus before If we do not receive a response from you, the committee will assume that you approve of the objectives.

In making remarks, keep in mind the nature and philosophy of the course. The philosophy of the course requires that both multi- and inter-disciplinary approaches be utilized and at the same time, attention be paid to didactic and experiential aspects of the humanities. The course content will include multi-cultural creative works from the humanities areas--art, architecture, drama, music, literature, philosophy--which have evolved and inspired mankind over the centuries. We wish to emphasize that this course is not intended to be a comprehensive survey of the humanities. The objectives have been designed to allow the instructor to exercise selectivity in determining course content and themes.

The objectives are arranged by hierarchical levels according to Bloom's taxonomy. Starting from the lowest in the cognitive domain, these levels are:

knowledge	1.00 - 1.32
comprehension	2.00 - 2.30
application	3.00
analysis	4.00 - 4.20
synthesis	5.00 - 5.30
evaluation	6.00

In the affective domain, the levels are:

receiving	1.00 - 1.30
responding	2.00 - 2.30
valuing	3.00 - 3.30
organizing	4.00 - 4.20

(continued)

The numbers to the left of each objective refer to the Goals listed on pages 62 and 63 of General Education in a Changing Society:

1. The students will be able to speak, listen, write, and read competently and in an organized and critical manner.

2. The students will be able to communicate effectively with individuals in the different aspects of their lives.

4. The students will be able to use systematic, critical, and creative processes, drawing from knowledge of appropriate disciplines, to identify problems, analyze alternate solutions, and make decisions.

8. The students will develop the capability for making worthwhile use of their leisure or discretionary time.

10. The students will develop appreciation for and find value in participating in aesthetic and creative activities; they will have knowledge of the major areas of human self-expression, expecially as related to the reflection of the human spirit in aesthetic forms and humanistic ideas.

19. The students will know and appreciate major accomplishments of various cultures and will evaluate their impact on contemporary society.

"This course emphasizes the students' development of an appreciation for the major creative accomplishments of mankind in the areas of art, architecture, music, drama and literature, as well as an understanding of some of the major philosophic themes and issues. The objectives are multidisciplinary, drawing upon the contributions in the various disciplines, in order to encourage lifelong interest and participation in aesthetic and intellectual activities."

Faculty input has made an important contribution to the development of these objectives. Your continued interest and response will be appreciated.

Mc
attachment

OBJECTIVES

Cognitive Domain

10 1. The student will demonstrate a knowledge of the humanities by identifying its content and several views on what the humanities are. 1.32

a. The student will identify the subject areas which comprise the humanities.

b. The student will identify universal concerns of the humanities.

c. The student will relate views of humanities to their authors, cultures, and periods.

10. 2. The student will demonstrate a knowledge of terminology from each of the humanities areas by recalling selected definitions and using terms which are essential for understanding the subject matter. 1.11

The student will define terms related to the elements and forms of:

a. The visual experience of art, architecture, and drama

b. The aural experience of music, drama, and literature

c. The conceptual experience of philosophy and literature

10. 3. The student will demonstrate a knowledge of the humanities areas by relating chosen major works to their creators. 1.12

a. The student will match selected major works from different eras and cultures with their creators.

10 4. The student will demonstrate a knowledge of philosophers and their thinking by recognizing the tenets of their theories. 1.32

a. The student will list the basic ideas of various major philosophers and philosophical schools of thought.

1 5. The student will demonstrate comprehension of facts and concepts pertaining to the humanities by restating them in his/her own words. 2.10

a. The student will summarize in writing the essential facts and concepts relating to various major works.

10 6. The student will demonstrate a comprehension of forms, media, and styles of art, architecture, music, literature, and drama by explaining specific works in each of the above areas. 2.20

a. The student will describe the most important characteristics of given forms, media, and styles for at least one major work from each of the above areas.

4 7. The student will demonstrate application of knowledge of terms and concepts by relating this knowledge to an aesthetic or intellectual experience. 3.00

a. The student will use terms correctly and accurately discuss concepts judged appropriate by the instructor in describing a recent experience in the humanities.

4 8. The student will demonstrate analysis of selected examples of works in the humanities areas by comparing and contrasting forms, media, styles, and philosophies. 4.10

a. The student will describe the comparative and contrasting elements of a set of two works from each of the humanities areas.

19 9. The student will demonstrate analysis of arts and philosophies of various cultures by comparing the similarities and differences of major creative contributions. 4.10

a. The student will describe the comparative and contrasting elements of at least two sets of works from different cultures and humanities areas.

4 10. The student will demonstrate analysis of the relationship among the humanities by inter-relating philosophic and artistic developments of various historical periods. 4.20

a. The student will analyze a specific style or work from one of the arts in relation to a philosophic idea of a given period of history.

1 11. The student will demonstrate synthesis of ideas acquired through studying humanities by organizing and communicating them effectively in written form. 5.10

a. The student will write an essay inter-relating three of the humanities areas.

4 12. The student will demonstrate evaluation by developing criteria of judgment and applying them to selected works from each of the humanities areas. 6.00

The student will:

a. List criteria to be used in evaluating works.

b. Judge the merits of these works through application of the above criteria.

Affective Domain

10 1. The student will demonstrate a willingness to respond to the uniqueness of the creative process by sharing with others in class his/her appreciation of creative methods used in selected works. 1.10

8
19 2. The student will demonstrate willingness to respond to the roles the humanities play in community life by selecting and reporting on events and works of art found in the community or on the college campus that are related to course discussion and reading. 1.30

1
2
4
19 3. The student will demonstrate a willingness to respond to multicultural diversity and accomplishment by discussing these achievements and their impact on contemporary society. 2.20

4 4. The student will demonstrate a willingness to respond to others' opinions by listening to and discussing points of view which are different from his/her own. 2.20

1
2
4 5. The student will demonstrate a willingness to criticize achievements in the humanities areas by defending his/her value judgments. 3.30

10 6. The student will demonstrate conceptualization of the value of the humanities in his/her life by discussing the relationship of examples from the humanities to his/her belief system.

Mc

RESPONSE SHEET

COGNITIVE DOMAIN

1. Agree _____ Disagree _____ Comments_____

_____

2. Agree _____ Disagree _____ Comments_____

_____

3. Agree _____ Disagree _____ Comments_____

_____

4. Agree _____ Disagree _____ Comments_____

_____

5. Agree _____ Disagree _____ Comments_____

_____

6. Agree _____ Disagree _____ Comments_____

_____

7. Agree _____ Disagree _____ Comments_____

_____

8. Agree _____ Disagree _____ Comments_____

9. Agree _____ Disagree _____ Comments_____

_____

10. Agree _____ Disagree _____ Comments_____

_____

11. Agree _____ Disagree _____ Comments_____

_____

12. Agree _____ Disagree _____ Comments_____

_____

(OVER)

RESPONSE SHEET (continued)

AFFECTIVE DOMAIN

1. Agree _____ Disagree _____ Comments_____

_____

2. Agree _____ Disagree _____ Comments_____

_____

3. Agree _____ Disagree _____ Comments_____

_____

4. Agree _____ Disagree _____ Comments_____

_____

5. Agree _____ Disagree _____ Comments_____

_____

6. Agree _____ Disagree _____ Comments_____

_____

PLEASE RETURN ON OR BEFORE _____

Please identify your major responsibilities at M-DCC:

Teaching area_____ Administration_____

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

__X__ Affective 1.10

_____ Cognitive

_____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate a willingness to respond to the
hierarchial level

uniqueness of the creative process
content

by sharing with others in class his/her appreciation
specific performance/behavior

of creative methods used in various media.

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY:

1.

2.

3.

4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020

Statewide/Old

Major Domain of Objective

__X__ Affective 1.30

_____ Cognitive

_____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate willingness to respond to the
hierarchial level

roles the humanities play in community life
content

by selecting and reporting on events and works of art.
specific performance/behavior

found in the community or on the college campus that .

are related to course discussion and reading.

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY:

1.

2.

3.

4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

__X__ Affective 2.20

_____ Cognitive

_____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate a willingness to respond to
hierarchial level

multicultural diversity and accomplishment
content

by discussing these achievements and their impact .
specific performance/behavior

on contemporary society .

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY:

1.

2.

3.

4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

__X__ Affective 2.20

_____ Cognitive

_____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate willingness to respond to others'
hierarchial level

opinions
content

by listening to and discussing points of view which .
specific performance/behavior

are different from his/her own. .

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY

1.

2.

3.

4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

__X__ Affective 3.30

_____ Cognitive

_____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate a willingness to evaluate
hierarchial level

achievements in the humanities
content

by substantiating his/her value judgments.
specific performance/behavior

_____.

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY:

1.

2.

3.

4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

__X__ Affective 4.00

_____ Cognitive

_____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate a regard for the value of
hierarchial level

the humanities
content

by discussing its impact on his/her personal value system.
specific performance/behavior

_____.

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY

1.

2.

3.

4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

_____ Affective

__X__ Cognitive 1.32

_____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate a knowledge of the humanities
hierarchial level

content

by identifying perspectives, views and content of .
specific performance/behavior

the humanities .

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY:

1. The student will identify the subject areas which comprise the humanities.
2. The student will identify universal concerns and components of the humanities.
3. The student will relate the characteristics of humanities to specific cultures and periods.
4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

____ Affective

_X_ Cognitive 1.11

____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate a knowledge of terminology ~~from~~
hierarchial level

from each of the humanities areas
content

by recalling and defining selected terms which are
specific performance/behavior

essential for understanding the subject matter.

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY:

1. The student will define terms related to the elements and/or forms of art, architecture, drama, music, literature, and philosophy.
2.
3.
4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

_____ Affective

__X__ Cognitive 1.12

_____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate a knowledge of the humanities
hierarchial level

areas
content

by relating chosen major works to their creators,
specific performance/behavior

eras, and cultures.

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY:

1. The student will match selected major works from different eras and cultures with their creators.
2.
3.
4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

_____ Affective

__X__ Cognitive 1.32

_____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate a knowledge of philosophers
hierarchial level

and their thinking
content

by recognizing the tenets of their theories.
specific performance/behavior

_____.

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY:

1. The student will list the basic ideas of various major philosophers and philosophical schools of thought.
2.
3.
4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

_____ Affective

__X__ Cognitive 2.10

_____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate a comprehension of facts and
hierarchial level

concepts pertaining to the humanities
content

by stating them in his/her own words.
specific performance/behavior

_____.

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY:

1. The student will give a summary description in writing of the essential facts and concepts relating to various major works.
2.
3.
4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

_____ Affective

__X__ Cognitive 2.20

_____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate a comprehension of forms, media,
hierarchial level

and styles of art, architecture, music, literature, and drama
content

by explaining specific works in each of the above .
specific performance/behavior

areas .

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY:

1. The student will describe the most important characteristics of given forms, media, and styles for at least one major work from each of the above areas.
2.
3.
4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

_____ Affective

__X__ Cognitive 3.00

_____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate application of knowledge of
hierarchial level

terms and concepts .
content

by relating this knowledge to a personal ~~aesthetic or~~
specific performance/behavior

intellectual experience .

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY:

1. The student will use terms correctly and accurately discuss concepts judged appropriate by the instructor in describing a recent experience in the humanities.
2.
3.
4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

____ Affective

_X_ Cognitive 4.10

____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate analysis of selected examples
hierarchial level

of works in the humanities
content

by comparing and contrasting forms, media, styles .
specific performance/behavior

and philosophies .

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY:

1. The student will describe the comparative and contrasting elements of at least two works from each discipline of the humanities.
2.
3.
4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

_____ Affective

__X__ Cognitive 4.10

_____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate analysis of arts and philosophies
hierarchial level

of various western and non-western cultures
content

by comparing the similarities and differences of major
specific performance/behavior

creative contributions.

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY:

1. The student will compare and contrast elements of at least two works from different cultures and humanities areas.
2.
3.
4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

_____ Affective

__X__ Cognitive 4.20

_____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate analysis of the relationship
hierarchial level

among the humanities
content

by inter-relating philosophic and artistic developments
specific performance/behavior

of various historical periods.

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY:

1. The student will analyze a specific style or work from one of the arts in relation to a philosophic idea of given periods of history.
2.
3.
4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

____ Affective

X Cognitive 5.10

____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate synthesis of ideas acquired through
hierarchial level

studying humanities
content

by organizing and communicating those ideas effectively
specific performance/behavior

in writing.

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY:

1. The student will write an essay inter-relating three of the humanities.
2.
3.
4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

MIAMI-DADE COMMUNITY COLLEGE

Format for Developing General Education Course Objectives/Competencies

Course Number HUM 1020
Statewide/Old

Major Domain of Objective

____ Affective

X Cognitive 6.00

____ Psychomotor

1. STATEMENT OF OBJECTIVE/COMPETENCY:

The student will demonstrate evaluation
hierarchial level

content

by developing and applying criteria of judgment to
specific performance/behavior

selected works from each of the humanities.

2. EVALUATION CRITERIA FOR ASSESSING STUDENT'S ATTAINMENT OF THE OBJECTIVE/COMPETENCY:

1. The student will list criteria to be used in evaluating works.
2. The student will judge the merits of these works through application of the above criteria.
3.
4.

3. SUGGESTED EXPERIENCE, RESOURCES, LEARNING TO WHICH THE STUDENT WILL BE EXPOSED PRIOR TO ASSESSMENT:

An Introduction to Humanities Doris Van de Bogart
Harper & Row 1977 $4.95

Organization

This is a handbook which is chronologically arranged with an historical background for each period. It covers art, architecture, music, literature, philosophy, and drama, with a minimum of drama and philosophy.

Content

It covers all the disciplines with a minimum amount of drama and philosophy.

Strength

Inexpensive and small.

Weakness

It has no primary readings. It has a dry, dull, factual approach. There are a minimum of illustrations. The information is superficial. There is a lack of color in visual illustrations.

Mirrors of Mind,, Vol. I Roberta Vander Mast
Hunter Publishing Co. 1980

Organization

It is organized by disciplines.

Content

All of the disciplines are covered in a minimum fashion.

Strength

Readability. It correlates communication skills with topical exercises.

Weakness

Superficial. It has too few primary source materials. There are no color photos for visual illustrations.

Mirrors of Mind, Vol. II 20th Century — Roberta Vandermast
Hunter Publishing Co. 1980

Organization

It is thematically arranged and interdisciplinary.

Content

It is high in art and literature. It covers most disciplines, but minimum in some.

Strength

It has some good primary source readings. The themes cut across disciplines.

Weakness

It deals only with 20th century themes and hence does not fulfill our objectives for various historical periods. Disciplines other than art and literature have minimum coverage. It is low in color illustrations.

Humanities, Vol. I and II Witt, Brown
D. C. Heath 1980

Organization

It has a chronological, historical approach.

Content

Most of the areas are covered. It has moderate philosophy coverage in Vol. I.

Strength

The main subject areas are covered. It has a good section on Africa in Vol. I. There are some good color illustrations and black and white photos. There are good chronological charts. There is an instructor's manual. Women's rights are covered.

Weakness

The two volumes has too much material to cover in one course.

The Responsive Arts Judy Nagle
Alfred Publishing Co. 1980

Organization

It is organized by discipline.

Content

It includes film, dance and architecture among the other disciplines. It has no philosophy.

Weakness

There is no philosophy. The literature is limited to poetry.

Strength

It has an instructor's manual. It is well-organized and has a thematic index. It also has a good glossary. The instructor's manual has suggestions about interdisciplinary and cross-cultural references. It is heavy on 10th Century. It has a good chapter on film.

The Humanities Through the Arts Martin & Jacobus
McGraw Hill 1978

Organization

It is organized by discipline. The final chapter is on inter-relating the disciplines.

Content

It covers all disciplines, art, dance, architecture, film and drama. There is no philosophy.

Strength

It takes the analytical approach to subjects. There are questions on each topic for students which emphasize experience and perception. There is a good summary at the end of every chapter to aid student understanding.

Weakness

The major weakness is lack of philosophy. The music section seems complex.

The Search for Personal Freedom, Vol. I and II Coss, Lamm, Turk
1977

Organization

The organization is chronological.

Content

It has moderate coverage of all disciplines.

Strength

There are many primary source readings in the first volume, less in the second. The charts are readable and complete.

Weakness

There is a music glossary only. There is far too much material for one semester. There is inadequate coverage of philosophy and drama.

Art and Ideas Fleming
Holt, Rinehart and Winston 1980

Organization

It is organized chronologically.

Content

Art and little drama, philosophy and literature.

Strength

It has very good historical background of the arts and many good illustrations, both color and black and white.

Weakness

It has weak coverage of drama, philosophy and literature.

TENTATIVE list of Audio-visual support in the area of art for the new humanities core course.

VC1188	The Wonder of Form
FC170	Discovering creative Patterns
FC480	Discovering Composition in art
FC479	Discovering form in art
FC169	Discovering color
FD9	Art why is it, what is it?
FD408	Why man creates
VC1191	Divine Discontent
FSS597	Understanding Primitive art
ST58	The Treasures of Tutankhamun
FD712	The Greeks
FC572	The Romans
FSS940	Medieval art & music
FSS422	Age of Dante & Giotto (sound on record)
FSS423	Age of Leonardo & Michelangelo (sound on record)
FD441	Michelangelo
FD837	Leonardo Da Vinci
FSS179	Renaissance Age & its art (sound on record)
FSS728	The Renaissance
FSS574	Baroque art & Music
FC6	Rembrandt, the painter of man
FSS572	Romanticism in art & music
FSS176	Goya (sound of record)
FSS520	Impressionism in art and music
FD922	The Post-Impressionists
FC578	Homage to Rodin
FC772	Matisse and the Fauves
FD923	Expressionism
FC771	Cubism
FE12	Picasso
FSS942	Twentieth century artistic Revolution
FSS941	Surrealism in art & music
FB70	Magritte or the object lesson
FD445	Alberto Giacometti
VC1106/ FD898	Georgie OKeeffe
FD914	Nevelson's work in Progress
FA109	Jackson Pollock
FC197	The Reality of Karl Appel
FD778	Larry Rivers
FB69	Sort of Commercial for an Icebag
FD462	Art of the 60's
FD724	Who is Victor Vasarely?
FSS594	Understanding Modern sculpture
FD667	Christo's Valley Curtain

DISCOVERING CREATIVE PATTERNS FC170

COLOR 17 MINUTES NO DATE

COURSE OBJECTIVE:

The student will demostrate a knowledge of terminology from each of the humanities areas by recalling selected definitions and using terms which are essential for understanding the subject matter.

FILM CONTENT:

The film defines and explores patterns in nature, everyday objects and art. It presents a wide range of patterns while discussing their character and purposes. The film also deals with the elements of pattern, line, shape, color, texture, dark VS. light and rhythm.

ASSESSMENT:

The film offers a comprehensive study of a major element in the visual arts and architecture - pattern. It is good to familiarize the student with other important elements of art such as line, shape, color, texture, dark VS. light and rhythm.

Color in the film is somewhat faded due to extensive use.

ART? WHY IS IT? WHAT IS IT? FD9

COLOR 30 MINUTES 1963

COURSE OBJECTIVE:

The student will demonstrate a knowledge of the humanities areas by relating chosen major works to their creators.

The student will demonstrate a comprehension of forms, media and styles of art, arch., music, lit., and drama by explaining specific works in each of the above area.

The student will demonstrate analysis of arts and philosophies of various cultures by comparing the similarities and differences of major creative contributions.

The student will demonstrate analysis of the relationship among the humanities by inter-relating philosophies and artistic developments of various historical periods.

FILM CONTENT:

John Canady analyses the why, what and how of art (particulary painting and sculpture), using examples from various cultures and historical periods. Mr. Canady shows how the master works of art and architecture have formed a visual history of man's thought, ideals and beliefs.

ASSESSMENT:

The film offers good material for a discussion of why man creates art, what is art, different techniques and materials used to create art and styles in art.

The film gives a brief but good introduction to the history of art.

It is good for a discussion of art as an expression of the general philosophic thinking of its time aand the artist's ideas and beliefs.

UNDERSTANDING PRIMITIVE ART FSS597

6 Filmstrip with sound. 15 MINUTES each COLOR 1972

COURSE OBJECTIVE:

The student will demostrate a comprehension of forms, media and styles of art, arch., music, lit., and drama by explaining specific works in each of the above areas.

The student will demostrate analysis of arts and philosophies of various cultures by comparing the similarities and differences of major creative contributions.

The student will demostrate analysis of the realtionship among the humanities by inter-relating philosophic and artistic developments of various historical periods.

FILM CONTENT:

These filmstrips with sound covers the arts of the peoples of America before Columbus, Oceania and Africa. It includes examples of architecture, sculpture, painting, textile weaving, ceramics, basketry and objects of personal adornment. It analyses the art in terms of style, meaning and media; it examines the role of art and the artist in relation to society; and discusses important aspects of the different societies which produced the art. Part i, Art & Society. Part 2, The artist and society. Part 3, Oceania. Part 4, Pre-Colombian art of Mexico. Part 5, North American Indian art. Part 6, Pacific Northwest & Eskimo.

UNDERSTANDING PRIMITIVE ART

ASSESSMENT:

There filmstrips offer an excellent introduction to the tribal arts of Africa, Oceania and America. They lend themselves for discussions on non-realistic styles of art, magic and ritual in art, the use of different media, the role of the artist in society and the need for art in all societies.

MEDIEVAL ART & MUSIC FSS940

COLOR 33 MINUTES PARTS I & II NO DATE

COURSE OBJECTIVE:

The student will demostrate a comprehension of forms, media and styles of art, architecture, music, literature, and drama by explaining specific works in each of the above areas.

The student will demostrate analysis of the relationship among the humanities by inter-relating philosophic and artistic developments of various historical periods.

FILM CONTENT:

This filmstrip with sound gives a survey of medieval life and culture. Using a historical approach, it analyses architecture, art and music through examples of those arts. Part I covers the early Middle Ages from Carolingean through Romanesque. Part II covers the Gothic period.

ASSESSMENT:

This filmstrip offers a good introduction to medieval history, religion, music, architecture, sculpture, painting and crafts.

It is good for discussions concerning religious art, different media, styles and innovations which affected art and music for centuries to come.

REMBRANDT PAINTER OF MAN FC6

COLOR 19 MINTUES NO DATE

COURSE OBJECTIVE:

The student will demostrate a knowledge of the humanities areas by relating chosen major works to their creators.

The student will demostrate a comprehension of forms, media and styles of art. arch., music, lit., and drama by explaining specific works in each of the above areas.

FILM CONTENT:

The film traces the life and work of Rembrandt Van Rijn. It shows in chronological order minor as well as most of Rembrandt's major works. The narrator discusses the content of the paintings, events happening in the artist's life and, at times, style.

ASSESSMENT:

The film offers an overall view of Rembrandt's paintings. It may be used as an introduction to this artist's work, to certain aspects of Barogue art, to figurative painting, to religious art based on the Bible, and to portrait painting.

The film is not in the best of conditions, its color is somewhat washed out and lines appear at times on the screen.

IMPRESSIONISM IN ART AND MUSIC FSS520

2 PART 45 MINUTES COLOR 1976

COURSE OBJECTIVE:

The student will demostrate a knowledge of the humanities areas by relating chosen major work to the creators.

The student will demostrate a comprehension of forms, media and styles of art, arch., music, lit., and drama by explaining specific works in each of the above areas.

The student will demostrate analysis of arts and philosophies of various cultures by comparing the similarities and differences of major creative contributions.

FILM CONTENT:

Part 1 outlines basic principles of Impressionism as found in the works of Debussy and Monet. Part 2 expands some of these principles in a discussion of other artists and composers. In general the impressionist view of nature and the outdoors is discussed, and spontaneity in impressionist painting is compared with the sense of free improvisation in some impressionist music. Color and light in painting are related to Timbre and instrumentation in music. Interest in the Oriental, the brake with traditional forms and new attitudes of the Impressionist towards music and art as means of expression are also examined.

ASSESSMENT:

This filmstrip with sound offers a comprehensive introduction to Impressionism in art and music. It presents the works of the major artists involved and examines the Impressionist style, subject matter, techniques, influences and new beginnings plus the relationships of this style in art and music.

THE POST - IMPRESSIONISTS FD922

COLOR 23 MINUTES 1970

COURSE OBJECTIVE:

The student will demostrate a knowledge of the humanities areas by relating chosen major works to their creators.

The student will demostrate a comprehension of forms, media and styles of art, arch., music, lit. and drama by explaining specific works in each of the above areas.

FILM CONTENT:

The film surveys the aims, influences & techniques of the art of Cezanne, Gaugin, Van Gogh, Seurat and Toulouse - Lautrec, and points out how the work of these five artists led to different movements in Modern painting.

ASSESSMENT:

The film offers a good introduction to the art of Cezanne, Van gogh, Gaugin Seurat and Toulouse - Lautrec, and to the beginnings of modern painting. It can also be used to illustrate different approaches to painting while emphasizing color.

HOMAGE TO RODIN FC578

COLOR 19 MINUTES 1971

COURSE OBJECTIVE:

The student will demostrate a knowledge of the humanities areas by relating chosen major works to their creators.

The student will demostrate a comprehension of forms, media and styles of art, arch., music, lit., and drama by explaining specific works in each of the above areas.

FILM CONTENT:

The film discusses the life and work of Auguste Rodin. It concentrates on Rodin's most important sculptures as view in an exhibition of his work in the Los Angeles County Museum of Art.

ASSESSMENT:

The film offers a comprehensive study of Rodin's sculpture and gives relevant insights into the sculptor's life. It is a gdod introduction into a major artist's work. It is good for discussing different styles in figurative sculpture. i.e., realism, idealism and expresssionism. It is somewhat worn-out from extensive used.

MATISSE AND THE FAUVES FC772

COLOR 20 MINUTES 1970

COURSE OBJECTIVES:

The student will demonstrate a knowledge of the humanities areas by relating chosen major works to their creators.

The student will demonstrate a comprehension of forms, media and styles of art, arch., music, lit., and drama by explaining specific works in each of the above areas.

FILM CONTENT:

The film discusses the basic concepts of the Fauvist movement, characterized by vivid colors, free forms and simplified brush work. It examines the paintings of Matisse, Derain, Vlamich, Braque, Dufy and Rouault.

ASSESSMENT:

The film offers a good introduction to the art of Matisse in particular and to one of the major movements in early 20th Century art - Fauvism. It may be used also to illustrate a style of painting based primarily on color.

EXPRESSIONISM FD923

COLOR 26 MINUTES 1970

COURSE OBJECTIVES:

The student will demostrate a knowledge of the humanities areas by relating chosen major works to their creators.

The student will demostrate a comprehension of forms, media and styles of art, arch., music, lit., and drama by explaining specific works in each of the above areas.

FILM CONTENT:

The film traces the development of the basically German expressionist movement which exaggerated both form and color to express emotional and psychological attitudes. Includes paintings of Munch, Kollwitz, Kirchner, Heckel, Schmidt Rottluff, Nolde, Pechstein, Kokoschka, Beckman, Kandinsky, Marc, and Klee.

ASSESSMENT:

The film offers a good introduction to the style of expressionism and to German painting in the first thirty years of this century.

CUBISM FC771

COLOR 21 MINUTES 1970

COURSE OBJECTIVE:

The student will demostrate a knowledge of the humanities areas by relating chosen major works to their creators.

The student will demostrate a comprehension of forms, media and styles of art, arch., music, lit., and drama by explaining specific works in each of the above araes.

FILM CONTENT:

The film traces the development and characteristics of cubism as a style of painting through the works of Picasso, Braque, Gris, Leger and many other artists. It shows how interest in Cezanne's paintings and black african sculpture led Picasso and Braque to experiment with pictorial arrangements and to develop both analytical and synthetic cubism.

ASSESSMENT:

The tilm offers a good introduction to the paintings of Picasso and Braque and to the style of Cubism.

It may be used also to illustrate the beginnings of abstract painting in Modern Art.

SURREALISM IN ART & MUSIC FSS941

2 PARTS 72 MINUTES COLOR 1976

COURSE OBJECTIVES:

The student will demostrate a knowledge of the humanities areas by relating chosen major works to their creators.

The student will demostrate a comprehension of forms, media and styles of art, arch., music, lit., and drama by explaining specific works in each of the above areas.

The student will demostrate analysis of the relationship among the humanities by inter-relating philosophic and artistic developments of various historical periods.

FILM CONTENT: Part 1 examines the beginning of surrealism from its predecessor Dada, and discusses the shift in concepts of reality from objective to subjective. Part II examines the development of surrealism through the works of its major exponents to post World War II.

ASSESSMENT:

This film strip with sound offers a comprehensive introduction to Dada and surrealism in all their aspects i.e., painting, sculpture, poetry, music, etc. It presents the works of the major artists involved and examines the different surrealistic styles, subject matter, techniques, influences and contributions.

VC 1106

GEORGIA O'KEEFFEE FD848

COLOR 60 MINUTES 1977

COURSE OBJECTIVE:

The student will demostrate a knowledge of the humanities areas by relating chosen major works to their creators.

The student will demostrate a comprehension of forms, media and styles of art, arch., music, lit., and drama by explaining specific works in each of the above areas.

FILM CONTENT:

The film is an in depth interview with artist Georgia O'Keeffe at her home in New Mexico. It presents most of the artist's paintings which she discusses, along with views of the places the artist has lived.

ASSESSMENT:

This film offers a profile of one of America's foremost artists and is one of very few films that documents an improtant women artist.

It can be viewed in historical terms (there is some discussion of American art in the first half of this Century), from the point of view of style (O'Keeffe's work shows a unique personal style), and in regards to artistic commentary.

This film is very interesting but perhaps a bit too long for the average class.

THE REALITY OF KARL APPLE FC197

Color 15 Minutes NO DATE

COURSE OBJECTIVE:

The student will demostrate a knowledge of the humanities areas by relating chosen major works to their creators.

The student will demostrate comprehension of facts and concepts pertaining to the humanities by restating them in his/her own words.

The student will demostrate a comprehension of forms, media and styles of art, arch., music, lit., and drama by explaining specific works in each of the above areas.

FILM CONTENT:

The film shows the Dutch born painter Karl Apple at work and discussing his philosophy of painting. It also gives background information on the artist life and work.

ASSESSMENT:

The film offers an introduction to the work of a recognized contemporary painter. It may be used as an introduction to the contemporary (1940's - 1950's) art movement of abstract expressionism. The film can be used also to demostrate the principle of improvisation in art. One may even compare the principle of improvisation as it happens in Abstract Expressionism and in jazz; the background music for the film is a jazz piece by Dizzy Gillespie.

LARRY RIVERS FD778

COLOR 28 MINUTES

COURSE OBJECTIVES:

The student will demostrate a knowledge of the humanities areas by relating chosen major works to their creators.

The student will demostrate a comprehension of forms, media and styles of art, arch., music, lit., and drama by explaining specific works in each of the above areas.

FILM CONTENT:

Larry Rivers is seen at work on paintings, constructions and videotapes in his New York City loft. He discusses his career, and the works mentioned are shown in detail.

ASSESSMENT:

This film offers a good introduction to a contemporary artist with a wide range of interests, styles, ideas and an energetic personality.

SORT OF COMMERCIAL FOR AN ICEBAG FB69

COLOR 16 MINUTES NO DATE

COURSE OBJECTIVE:

The student will demostrate a knowledge of the humanities area by relating chosen major works to their creators.

The student will demostrate comprehension of facts and concepts pertaining to the humanities by restating in his/her own words.

The student will demostrate a comprehension of forms, media and styles of art, arch., music, lit., and drama by explaining works in each of the above area.

FILM CONTENT:

The film traces a work of sculpture, Claes Oldenberg's giant Icebag, from its conception to its installation. The artist discusses and demostrates some of the creative ideas behind the work as well as its form.

ASSESSMENT:

The film gives a good coverage of the different stages in the making of an art work..

It is good for introducting the student to a respectable contemporary artist and to the movement of Pop art, given that the instructor knows something about this type of art.

It is good for a discussion of the effects of modern technology on contemporary art.

The condition of the film is somewhat worn-out.

WHO IS VICTOR VASARELY FD724

COLOR 30 MINUTES NO DATE

COURSE OBJECTIVES:

The student will demostrate a knowledge of the humanities areas by relating chosen major works to their creators.

The student will demostrate comprehension of facts and concepts pertaining to the humanities by restating them in his/her own words.

The student will demostrate a comprehension of forms, media and styles of art, arch., music, lit., and drama by explaining specific works in each of the above areas.

FILM CONTENT:

The film shows the works of hungarian born Victor Vasarely, considered to be the founder of Op-art. It shows completed works, paintings and sculptures, and works in progress. Vasarely discusses his philosophy of art.

ASSESSMENT:

It offers a good introduction to the art of a respectable contemporary artist.

Tt is a good introduction to the looks and philosophy of abstract art, particulary geometric abstration and Op-art.

It is good for a discussion of the effects of modern technology on art.

It may serve for a discussions of art as a reflection or vision of a scientific and technical society.

CHRISTO'S VALLEY CURTAIN FD667

COLOR 28 MINUTES

COURSE OBJECTIVE:

The student will demostrate a knowledge of the humanities areas by relating chosen major works to their creators.

The student will demostrate a comprehension of forms, media and styles of art, arch., music, lit., and drama by explaining specific works in each of the above areas.

FILM CONTENT:

The film shows artist Christo, his wife and a number of construction workers installing a giant curtain (500 foot high of orange nylon) across a valley in Colorado in 1973. The project which took several years to plan is examined through its installation, the views of the artist, drawings, models, technical problems, and the attitudes of the contruction workers who put up the curtain as well as that of onlookers.

ASSESSMENT:

The film offers a good introduction to the work of a respectable contemporay artist and to developments in the art of the 1970's, such as conceptual art. Also, this film is excellent for discussions concerning peoples preconceptions about what art is, how it can be done, where it should be shown and should it be permanent.

The film shows some wear.

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